



**Montana Fish,
Wildlife & Parks**



Indian Education Division
Montana Office of Public Instruction
Linda McCulloch, Superintendent
In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

Sluice Boxes State Park Indian Education For All Lesson

Title

The Importance of Plants to Native Cultures in the Past and Present

Content Area

Social Studies/Montana History/Economics; Science/Botany (Ethnobotany);
Technology/Library Media

Grade level

8th

Duration

Four class periods

Goals (Montana Standards/Essential Understandings)

Social Studies Content Standard 1: Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Rationale: Every discipline has a process by which knowledge is gained or inquiry is made. In the social studies, the information inquiry process is applied to locate and evaluate a variety of primary and secondary sources of information. Information gathered in this manner is then used to draw conclusions in order to make decisions, solve problems and negotiate conflicts. Finally, as individuals who participate in self-governance, the decision making process needs to be understood and practiced by students as they prepare to take on civic and economic responsibilities.

Benchmarks: Students will:

1. Apply the steps of an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).
2. Assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).
3. Interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios).

Science Content Standard 3: Students demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.

Rationale: Students gain a better understanding of the world around them if they study a variety of organisms, microscopic as well as macroscopic. Through the study of similarities and differences of organisms, students learn the importance of classification and the diversity of living organisms. The understanding of diversity helps students understand biological evolution and life's natural processes (cycles, growth and reproduction). Structure, function, body organization, growth and development, health and disease are important aspects to the study of life. The study of living systems provides students important information about how humans critically impact Earth's biomes.

Benchmark: Students will:

4. Investigate and explain the interdependent nature of biological systems in the environment and how they are affected by human interaction.

Library Media Content Standard 1: Students understand an inquiry process including how to access, evaluate and use information.

Rationale: Students encounter overwhelming amounts of information in today's world. They must be prepared to access, evaluate and use resources that effectively and efficiently meet their information search. The inquiry process provides a systematic approach that applies to all academic and personal interests and work endeavors.

Benchmarks:

4. Recognize point of view or bias, use primary and secondary sources, and analyze and evaluate information for specific needs.

5. Interpret and use information in original products or presentations.

Technology Content Standard 5: Students develop the skills, knowledge and abilities to apply a variety of technologies to conduct research, manage information and solve problems.

Rationale: Current and emerging technology tools will provide increased and alternative methods for problem solving and thinking. Students must be able to assess the credibility of information sources, use sophisticated search technologies to support research, problem solving and decision making.

Benchmark: Students will:

2. Use various technologies and develop strategies to assess the quality of sources and information.

Essential Understanding 1: There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

Essential Understanding 6: History is a story and most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.

Introduction

Long before the mines opened, the Montana Central Railroad was built, and white settlers and ranchers came to what now comprises the lands and streams of and around Sluice Boxes State Park, several tribes of Indians that still live in present-day Montana occupied and managed the natural resources of this area. These tribes include the following: Blackfeet, now headquartered at the Blackfeet Indian Reservation; Salish, Pend d'Oreille and Kootenai, now headquartered at the Flathead Indian Reservation; the Gros Ventre, now headquartered at the Fort Belknap Indian Reservation; the Crow, now headquartered at the Crow Indian Reservation; the Assiniboine, now headquartered at the Fort Belknap and Fort Peck Indian Reservations; and the Chippewa-Cree, now headquartered at the Rocky Boy's Indian Reservation, and the Little Shell Band of Chippewa, who are without a reservation. A series of treaties between these tribes and the United States Government allowed for the use of the Sluice Boxes area—that is, central Montana—by all of these tribes as well as white settlers and others. These treaties, beginning in 1825 with the Crow, then in 1851 with the other tribes (except the Chippewa and Cree), and finally in 1855 with the Blackfeet, Gros Ventre, and Salish, Pend d'Oreille and Kootenai, spelled out the specific rights of the Indians to continue using the lands as they had been for generations. While they hunted buffalo and other animals for food and for other uses, they also collected and used several plants found in this area for food and medicine.

Overview

In this lesson, students will use primary historical documents and secondary historiography to explore the history of the settlement of central Montana where Sluice Boxes State Park is located. Students will learn that collecting/gathering plants for food, medicine, and for other uses was an important aspect of American Indian subsistence economies before and after the introduction of European trade items (*ca.* 1730) into the central Montana area. Students will demonstrate their knowledge of several plants that these Indian cultures used, and may still use. In addition, students will demonstrate their knowledge of the Indian heritage of Central Montana, centered on Sluice Boxes State Park and the Central Montana communities surrounding it, by developing a PowerPoint presentation based on their new knowledge (a) of a more inclusive history of the area, and (b) of flora (plants) that Indian people used.

Materials or Resources Needed

1. Computers; Internet
2. Book: Jeff Hart. *Montana Native Plants and Early Peoples* (Helena: Montana Historical society Press, 1976). Check for a copy in your library or use Indian Education for All funds to purchase several copies of this important book. The students will use them for a small group activity in this lesson
3. Reading: Montana Historical Society. *Montana Ancient Teachings A Curriculum for Montana Archaeology and Prehistory*. Theme 4: Ancient Subsistence: How Did Prehistoric People Make a Living? Lesson 4A: What Plants Did Ancient People Use? Roots, berries, bulbs, and other parts of plants provided food and medicine for Indian people. URL: <http://www.his.state.mt.us/shpo/archaeology/ancientteachings.asp> Scroll down and click on Ancient Subsistence, then go to Lesson 4A.

4. Primary Documents: Treaty with the Crows, 1825; Fort Laramie Treaty of 1851; Treaty with the Blackfeet, 1855 (type in “kappler” and the name of the treaty in a search engine)
5. Historiography of Sluice Boxes area from white/EuroAmerican point of view: go to the website: *Monarch Area Community Association*, “History of the Monarch Area.” URL: <http://www.monarchmt.org/history.shtml>
6. Explore the web pages, “Camp Life and Seasonal Round,” of the website, *The Blackfeet, Traditional Culture* (As noted above, the Blackfeet were one of several tribes who used the Sluice Boxes—Central Montana—area. The area was deemed “the territory of the Blackfoot [sic]” by the 1851 Fort Laramie and the 1855 Blackfoot treaties.)
7. Explore the web pages, *Monarch Area Community Association*, “Flora” of Central Montana and the Little Belt Mountains
8. Work sheet (Appendix A)

Activities and Procedures

Class Period 1

1. Reading before class: Teachers download, print, and distribute to students the following reading material: Montana Historical Society. *Montana Ancient Teachings A Curriculum for Montana Archaeology and Prehistory*. Theme 4: Ancient Subsistence: How Did Prehistoric People Make a Living? Lesson 4A: What Plants Did Ancient People Use? Roots, berries, bulbs, and other parts of plants provided food and medicine for Indian people. Ask the students to pay particular attention to the plants names and their uses. Distribute the worksheet (Appendix A) and have the students fill in the uses of the plants.
2. Using computers and the Internet, students explore the web pages, “Camp Life and Seasonal Round,” of the web site, *The Blackfeet, Traditional Culture*. Have them look especially for plant names and their uses: food, medicine, shelter, and equipment. Fill out the worksheet as they find the names (those listed are generic names; later, students will determine the plants’ scientific names).
<http://www.trailtribes.org/greatfalls/camp-life-and-seasonal-round.htm>

Class Period 2

1. Break students into small groups of not more than three.
2. Distribute one copy of the book: Jeff Hart. *Montana Native Plants and Early Peoples* (Helena: Montana Historical society Press, 1976) to each small group.
3. Instruct the students on using the book’s Index pages to find the information necessary to fill out the columns of the worksheet.

Class Period 3

Using the Internet, students will find and read the following documents: Primary Documents: Treaty with the Crows, 1825; Fort Laramie Treaty of 1851; Treaty with the Blackfeet of 1855 (type in “kappler” and the name of the treaty in a search engine). Call attention to the geography of the areas described in the treaties.

- a. Have the students go to the following URLs:
 - i. <http://www.trailtribes.org/greatfalls/shrinking-reservation.htm> , then click on the interactive map labeled: “Changes to Blackfeet Reservation”.
 - ii. About the Crow: Government: Map of Reservation Land Cessions: http://lib.lbhc.cc.mt.us/about/government/map_cessions.htm

- b. Draw their attention to the older geographical boundaries of the early reservations and how they border, or include, the Sluice Boxes area of Central Montana.
2. Have the students go to and read the historiography of Sluice Boxes area from the white/EuroAmerican point of view: go to the website: *Monarch Area Community Association*, “History of the Monarch Area.” URL: <http://www.monarchmt.org/history.shtml>
3. Have the students explore the web pages, *Monarch Area Community Association*, and particularly the “Flora” section (call the students’ attention to the information about how they can download pictures of the plants for which they have found information).

Class Period 4

Students are given instruction on using Microsoft PowerPoint, including adding text, graphics, and pictures per U.S. copyright laws.

1. They will search the Internet and download text, graphics, and pictures, in order to build a PPT presentation of at least 10 slides, developing a broader picture of local history.
2. They will in particular include the information they have gathered pertaining to American Indians and the plants and other resources they used while staying in and using the area comprising Sluice Boxes State Park and the surrounding area.

Assessment

Subjective assessment based on the following:

- Participation in discussions
- Perseverance and attentiveness given to Internet searching instructions
- Production of their PPT (ensure accuracy of tribal cultural content)
- Presentation of their PPT

Extensions (Online Materials and Teaching Aids) Bibliography

Suggest that students research tribal nations in close proximity to the state park. Have them visit tribal college websites for accurate information regarding history and culture.

<http://www.opi.mt.gov/indianed/tribalcoll.html>

The Confederated Salish and Kootenai Tribes of the Flathead Indian Reservation. *Char-Koosta News*. URL: <http://www.charkoosta.com/about2.html>

Monarch Area Community Association, *History of the Monarch Area*. URL: <http://www.monarchmt.org/history.shtml>

Appendix A—Worksheet

Common Name	Family	Genus	Species	Uses	Specific Indian Tribes that used the plant
balsamroot					
biscuitroot					
bitterroot					
breadroot					
buffalo berry					
camas					
chokecherry					
huckleberry					
juniper					
lodgepole pine					
milkweed					
prickly pear					
purple cornflower					
red willow berry					
rosehip					
serviceberries/sarviceberry					
sunflower					
wild rose					
wild turnip					
yarrow					